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ABSTRACT

One of a series to aid facilitators who train rural career guidance program staff, this module emphasizes the importance of planning in the development of a comprehensive career guidance program. A conceptual model for a planning and implementation cycle is presented, examined, and applied to the initial steps of program planning. Topics addressed include the need for planning; participants in the planning process; formation and functions of planning committees; elements of a program plan; and the process of developing a detailed plan in which tasks, responsible persons, project costs, needed resources, evaluation procedures, and starting and finishing dates are identified. Activities suggested for participant involvement include role playing and completion of a program planning form. Materials included for participants are general guidelines for planning committee member selection, a planning committee member recommendation form, an orientation session agenda, a coordinator's checklist, a program planning guide, a planning and implementation guide questionnaire, and a module-specific evalatuion questionnaire. Five transparency masters for use during the training session are provided. (NEC)

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MODULE TWO

Research and Development Series No. 149C

FACILITATOR'S GUIDE TO STAFF TRAINING FOR THE *RURAL AMERICA SERIES*

MODULE II: INITIAL PLANNING

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Cooperative Rural Career Guidance System

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- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

Research and Development Series No. 149C

FACILITATOR'S GUIDE TO STAFF TRAINING FOR THE *RURAL AMERICA SERIES*

MODULE II: INITIAL PLANNING

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FOREWORD

The National Center for Research in Vocational Education has been actively developing materials for the special guidance program needs of rural and small schools since 1975. During the ensuing period, a 16 volume set of career guidance program materials for rural and small schools entitled the *Rural America Series* was produced. The development and original production were funded by the U.S. Office of Education, Bureau of Occupational and Adult Education, Part "C," Vocational Education Act of 1963 as amended Research Legislation. Since its completion, the *Rural America Series* has enjoyed widespread national distribution with over 1,200 sets now in the field. In 1976-1978 the National Center in conjunction with Northern Michigan University was funded to test the planning process contained in the Series and to develop several supplemental materials.

One such supplement is the *Facilitator's Guide to Staff Training for the Rural America Series.* It consists of 18 separate modules of which this document is one. The *Guide* is designed to assist state department of education personnel, guidance supervisors, and guidance counselors in training others to understand and utilize the *Rural America Series.* Each module of the *Guide* may be used independently or collectively in staff development activities. All parts of the *Guide* have been thoroughly tested in state-wide workshops sponsored by the states of Florida, West Virginia, Ohio, Illinois, Iowa, Arkansas, Kansas, Washington, Idaho, Wyoming, and the territory of American Samoa. Each workshop was carefully evaluated and suggestions from workshop participants were used to modify and improve the *Guide.*

This module, "Initial Planning," emphasizes the importance of planning in the development of a comprehensive career guidance program. A conceptual model for a planning and implementation cycle is presented, examined, and applied to the initial steps of program planning. The concepts and techniques presented in this module, along with the other parts of the *Guide* should prove to be valuable assets for the staff development of rural and small school counselors and educators as they plan, implement, and evaluate career guidance programs for their students.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

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MODULE II: THE PLANNING PROCESS–INITIAL PLANNING

Module Overview

Instructional Time

Approximately 2 to 2½ hours

Module Description

This module emphasizes the importance of planning in the development of a comprehensive career guidance program. Various aspects of a systematic planning model are examined and applied to initial steps of program design. The contents of this module are based primarily on the *Planning and Implementation* handbook.

After a brief introduction to the nature of a comprehensive career guidance program and the need for widespread involvement in the planning process, participants engage in a role-playing activity. The role play is followed by a presentation on systematic program planning and the steps required to organize for action. Participants are provided an opportunity to strengthen their planning skills when they are asked to think through and develop the steps necessary to get a program "off the ground" by using a program planning form. The module is summarized by reemphasizing the need for planning and by stressing such planning concepts as time allocations and resource utilization.

Goals and Objectives

The participants will

Goal 1 Gain additional insights into the need for widespread community and business-industry-labor involvement in comprehensive career guidance program planning.

- Objective 1.1 Identify strategies for involving others in program planning.
- Objective 1.2 Identify potential members of a planning committee.

Goal 2 Gain understandings of and skills for carrying out initial program planning.

- Objective 2.1 Understand the process of initial program planning.
- Objective 2.2 Complete a program planning form for the initial planning activities of a comprehensive career guidance program.

Agenda

10 min.	Introduction	Large Group	
20 min.	The Need for Planning	Large Group Presentation	p. II-5

30-45 min.	Who Should Be Involved in the Planning Process	Large Group Discussion Small Group Discussion Role Play Individual Work	p. II-9
15 min.	Next Steps—Organizing for Action	Large Group Discussion	p. II-13
15 min.	What Is A Plan (A Closer Look)	Large Group—Interactive Mode	p. II-15
30 min.	Developing a Plan	Large Group Lab	p. II-19
15 min.	Initial Planning—Recap	Large Group Presentation	p. II-23

Module Evaluation

In one of the small group activities, participants are asked to generate a list of the names and types of people in their community who would be involved in the planning process. Through an analysis of this list, the evaluator will be able to determine how well participants are able to apply the concept of broad-based planning.

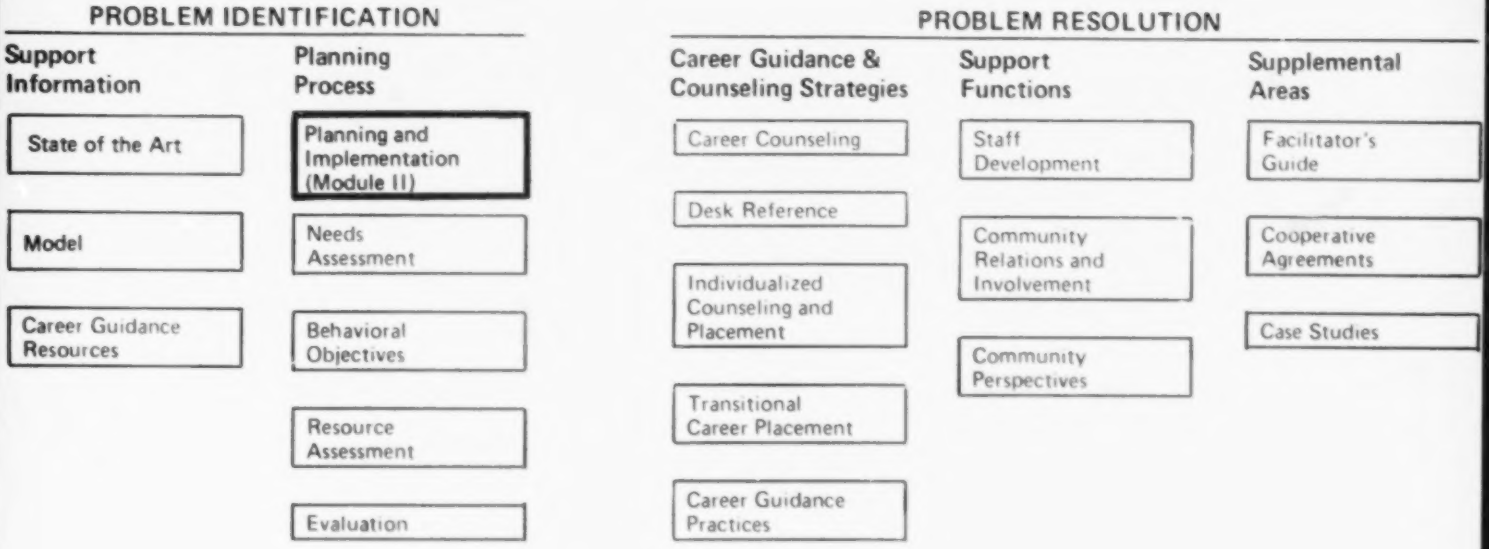
In a large group situation, participants with the assistance of the facilitator, will complete a plan for the initial activity involved in planning a career guidance program. Through observation and questioning, the evaluator can determine how well the participants can put planning activities into a structured form.

In addition to the above considerations, a short module-specific questionnaire has been included in the participant handouts sections of the module. If the module is used independently of others, this questionnaire will provide valuable information regarding the effectiveness of the module. If the module is part of an extended (multiple day) workshop, the use of the overall workshop questionnaire (see Appendix A) is recommended instead of the module-specific questionnaire.

Relationship to the *Rural America Series*

See chart on next page.

THE RURAL AMERICA SERIES (HANDBOOKS)



The above chart displays the problem identification and problem resolution phases of the *Rural America Series*. In this module the *Planning and Implementation* handbook is highlighted. This handbook provides the general framework for the planning process. The other handbooks in the planning process build upon the concepts presented therein and provide the details for major planning steps.

ACTIVITY TITLE: The Need for Planning

DURATION: 20 minutes

FACILITATOR OUTLINE	NOTES
A. **Describe briefly the elements necessary for a comprehensive career guidance program.** 1. The program is based on a clear understanding of the problems and variables common to rural settings. • Strengths and limitations of the rural home. • Strengths and limitations of the rural school. • Strengths and limitations of the rural community. 2. The program has a basic set of commonly held perceptions that guides program development. • The model posited for the *Rural America Series* is the *Life Role Development Model.* • The Model has three basic domains or dimensions— – Self and Interpersonal Relations – Career Planning and Decision Making – Life Role Assumption (Accepting and successfully fulfilling the role of a functioning member of society.) 3. The program is truly comprehensive in nature and scope. It includes: • Grades K-14 • Home programs • School programs – subject matter – nonsubject matter • Community involvement strategies • Guidance programs • Counseling strategies • Placement strategies • Follow-up and follow-through strategies B. **Describe very briefly the *Rural America Series.*** Show the "Rural America Series" transparency, p. II-41.	For more detailed information, see Module I

FACILITATOR OUTLINE	NOTES
1. Describe the series and processes shown in the transparency. • The series covers 19 handbooks. • *Planning and Implementation* is highlighted in this module. • Further detail for overall planning is described in *Needs Assessment, Behavioral Objectives, Resource Assessment,* and *Evaluation.* 2. Explain that this module deals specifically with the initial steps that occur before a detailed needs assessment is conducted or other activities are begun. • How do you get organized? • What do you do first? 3. State that the concepts related to planning will be covered. C. **Why Plan? (A Closer Look)** 1. Planning helps you know what it is that you want to accomplish. • Numerous options to choose from may be available. – For example, if a family has decided to go on a three-week vacation, ideas for a trip may range from a nearby resort to places across country or even outside the U.S. 2. Planning helps you get better organized to accomplish your objective. • Best use of available resources is achieved through careful planning. 3. Planning provides a helpful guide that everyone can follow. • For example, in order to present a meaningful lesson to students, teachers prepare a daily lesson plan. In case of teacher absence, the plan provides a substitute with direction. (Also note that a lesson plan is a concrete document or form that others can use.)	

FACILITATOR OUTLINE	NOTES

- If you are trying to accomplish something that requires the coordinated efforts of several individuals, it is important that everyone work toward the same objective and that effort and energy are not needlessly wasted. (Again the concept of a written plan is important.)

4. Planning is required by funding agencies.

   - A rural school may need to request federal and/or state funding in order to improve its career guidance program. A well thought-out approach, i.e., a plan, is required by funding sources.

5. Planning helps answer the demand for accountability.

   - Community members are more willing to support programs and tax increases for programs if the schools can show that they know *what they want to accomplish; how they will accomplish it; and how they will know when they have accomplished it.*

As an option, ask workshop participants how or in what ways their local community holds schools accountable. A short discussion by the participants *on this topic would be very interesting.*

6. Planning becomes increasingly important when a larger number of elements, activities, or people are involved.

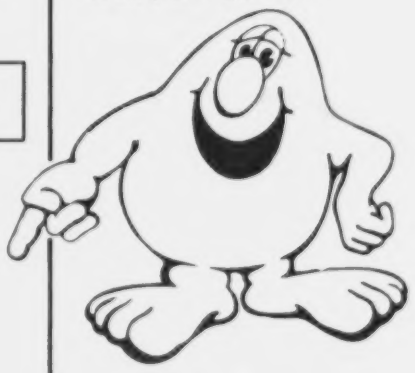
Use a chalkboard to illustrate examples of increasing complexity.

REQUIRES LESS PLANNING		REQUIRES GREATER PLANNING
cooking a meal	→	formal dinner party
football play	→	football game
daily lesson plan	→	course of study
career guidance activity, e.g., field trip	→	comprehensive career guidance program

- A more systematic approach is needed when *what* is being planned contains many dimensions or elements.
  - Planning for many dimensions or elements will require time—well spent time, but time.

ACTIVITY TITLE: Who Should Be Involved in the Planning Process?

DURATION: 30-45 minutes

FACILITATOR OUTLINE	NOTES
A. **Planning is a shared responsibility.** 1. The greater the involvement that people have in planning the program, the more apt they are to be supportive of the program, because they feel a real part of the program. 2. Involvement in planning is a way of building commitment.	
B. **Planning should have a wide base of community involvement.** 1. Community involvement in rural settings is especially important where resources other than human ones tend to be more limited. 2. Community involvement in planning builds a basis of community support for the program. Ask participants to suggest the types of persons who should be involved in career guidance program planning. • Business representatives • Industry representatives • Labor representatives • Community members • Parents • Students • Teachers • Administrators	p. 5, *Planning and Implementation* *I also could ask them why they think these individuals or groups should be included in the planning process.* 
C. **The representatives of the above groups should be involved very early in the planning process.** 1. In many local situations, criticism is often received from representatives of business, industry, and labor groups that their input is not asked for early enough. 2. Active involvement rather than *after-the-fact* involvement is needed.	
D. **A planning committee should be formed to help in the systematic planning of the program.**	

FACILITATOR OUTLINE	NOTES

1. Early formation of a planning committee helps assure that the total planning process is well managed.

2. A good working number should be established.

   - Generally, 5-8 individuals is a good number.
   - Larger committees, unless very well organized, often have difficulty accomplishing work.
   - It is difficult to get a consensus from very large committees.

3. Criteria for selecting planning committee members should be considered.

   - Personal qualifications, community ties.
   - Ability to work well in group situations.

Refer participants to handout, "Planning Committee—A Must," p. II-28.

5. Roles and responsibilities for planning committee members should be clearly delineated.

6. Definite commitment should be received from potential members to serve on the committee for a specified time period.

7. Working subcommittee assignments with definite tasks should also be made early.

   - Assignments should help to build an immediate sense of involvement.
   - Subcommittees could be formed for such planning activities as needs assessment, resource assessment, and so forth.

E. **Have participants select a program planning committee.**

Ask participants to form small groups of 6-8 persons.

Have the small groups identify individuals who should be on the program planning committee.

Ask participants to record their choices on the handout "Planning Committee Member Recommendation Form."

Briefly discuss the member selections made.

FACILITATOR OUTLINE	NOTES

F. **Conduct role playing activity.**

Instruct participants to role play one of the situations described below and to briefly discuss the role play in their small groups or, if the large group mode is used, to lead them in an analytic discussion. Cues for that discussion are:

- Would this technique work?
- How would you have handled this situation?
- Is this situation realistic?

Situation 1: One pair presents a brief role play for small group reaction. *Role 1* is that of a career guidance program coordinator who is anxious to convince an important but reluctant potential committee member to serve on the planning committee. The program coordinator should emphasize things like benefits to students, opportunities to involve community, systematic approach to program development, comprehensiveness of program, etc.

The *potential committee member* should present statements that indicate resistance unless the argument is convincing enough to persuade him/her.

Other members of the small group should observe and identify the strongest points presented by each member of the pair.

Situation 2: Two members of the small group assume the roles of (1) *the career guidance program coordinator* and (2) an *"all too eager" potential* planning committee member whom the coordinator believes is not suited for planning committee membership. (In most cases, this situation is unlikely to occur. However, the coordinator may foresee a potential personality problem and have a need to deal with it tactfully.)

The eager potential member should freely offer services that he/she would perform but not very convincingly. The program coordinator, on the other hand, must diplomatically dissuade the individual from desiring a formal position by offering alternative suggestions for his/her involvement.

FACILITATOR OUTLINE	NOTES
As an option to the above activity, members of the small group can brainstorm a variety of strategies for convincing different people to work on either the program planning committee or various working subcommittees. Cue (if necessary) • personal communication – person-to-person – telephone – letter • bulletin board announcements • asking school administrators to appoint members • news releases, etc.	

ACTIVITY TITLE: Next Steps—Organizing for Action

DURATION: 15 minutes

FACILITATOR OUTLINE	NOTES
A. **What must be done initially to make the planning committee a functioning entity?**	
1. Stress that the following are important planning steps.	
• Notify committee members of their selection.	
Show the transparency, "Organizing for Action," p. II-43.	
• Develop agenda and set time for first meeting.	
Refer to handout, "Orientation Session Agenda," p. II-30.	
– Agendas are helpful—especially if mailed out in advance. – The first meeting of the planning committee is especially important—it sets the tone for all subsequent activities. – If there are not too many people, it is good to conduct the meeting at the coordinator's home.	
• Orient the planning committee—the first meeting.	
– Rationale for the career guidance program – Roles and responsibilities for the committee – Structure and content for subsequent meetings – In trying to get a program launched, more frequent meetings will be required initially—perhaps, once a week. – A schedule or calendar which includes committee member input helps them to know when to prepare—when they must deliver on promised activities. (Also try to schedule meetings at a regular time of the month.) – Issues to be addressed at the following meeting should be noted. – Questions raised by committee members should be addressed. (If members raise questions that the coordinator cannot answer he/she should offer to find out by the next meeting.)	

FACILITATOR OUTLINE	NOTES

B. **Discuss other initial activities.**

Ask participants to identify some initial activities that might occur beyond the first meeting of the planning committee.

1. News releases build community awareness and support.
   - Community relations is a vital and necessary ingredient of a comprehensive program.
   - Even in the planning stage, widespread commmunity commitment and interest can be developed.
2. Subcommittees to work on other aspects of program planning such as needs assessment, behavioral objectives, resource assessment, and evaluation should be formed.
   - Even at this early point, it is necessary to think about evaluation.

Refer participants to handout, "Coordinator's Checklist I", p. II-31, and ask them to look over the items presented. Stress again that these are important details that are often overlooked.

C. **Stress the importance of ongoing communication.**

1. Among planning committee members
2. Between the planning committee and various planning subcommittees

ACTIVITY TITLE: What Is A Plan? (A Closer Look)

DURATION: 15 minutes

FACILITATOR OUTLINE	NOTES
A. **A major purpose of planning committee once it has been organized is to develop a comprehensive program plan.**	
Lead into activity by asking participants "What is a plan?" (What purposes does it serve?)	
B. **A plan answers three basic questions.**	
1. What will be accomplished?	
• the problem you are attempting to deal with	
• the goals/objectives you are trying to reach	
2. How will it be accomplished?	
• who will do it?	
• when will it be done?	
• what methods will be used?	
• what resources will be used?	See Module V for a complete discussion of resources.
3. How will you know that, in fact, you have accomplished it?	
• did you get the results that you expected?	
• what unanticipated outcomes did you get?	
C. **Elements of a program plan—examine a program plan in detail.**	
Ask participants to identify elements that should be included in a program plan—write responses on the chalkboard.	
1. Goals—general statements of what you want to accomplish	
2. Objectives—more detailed statements you want to accomplish	

FACILITATOR OUTLINE	NOTES
3. Tasks 4. Person(s) responsible 5. Resources 6. Evaluation 7. Time line (schedule) 8. Costs	
D. **The planning process is:** 1. A logical, rational process. 2. A dynamic approach to problem solving which involves: • problem identification • problem resolution	
E. **Develop an example of the planning process in action using a component of the comprehensive career guidance program. Steps for planning a staff development workshop are used in the following example.** 1. Identify specifically what you want to accomplish. • Before you plan a staff development workshop, it is important to know what skills and understandings staff members need most to promote positive career development of students. • Answers to needed competencies could be identified by surveying staff through a variety of means (e.g., questionnaires and personal interviews). 2. State goals and objectives • Once the competencies needed most by staff members are determined, goals and objectives for an initial staff development workshop or program can be established. 3. Determine the tasks • arranging the workshop • duplicating materials	

FACILITATOR OUTLINE	NOTES

- greeting participants
- opening session
- conducting the program

4. Decide on person(s) responsible

   - the district in-service leader
   - building coordinator
   - outside consultants

5. Determine resources

   - leadership for workshop
   - appropriate expertise
   - materials
   - equipment
   - etc.

6. Determine evaluation

   - participant feedback
   - increased skills and understandings
   - recommendations for future workshops

7. Decide on time line

   - after school sessions one day a month for three months
   - one in-service day

8. Determine costs

   - materials
   - consultants
   - refreshments

F. Present the guide for program planning

Show the transparency, "Program Planning Guide," p. II-44.

1. Briefly discuss each element of the guide and how the guide is used. (The guide is self-evident. The facilitator might generate some straightforward examples to enhance the discussion.)

2. Indicate that participants will actually be completing a sample form a little later.

FACILITATOR OUTLINE	NOTES

G. **Explain how the planning process fits into the overall picture of the planning and implementation cycle.**

> Show the transparency, "Planning and Implementation Cycle," p. II-42.

1. The cycle is a way of looking at the overall concept of systematically developing a implementing a program.
2. The planning process is cyclical.
3. Mention each step in the process.
   - Emphasize the two functions, Problem Identification and Problem Resolution.
   - Explain the flow of steps.

H. **Refresh participants very briefly as to what has been covered so far.**

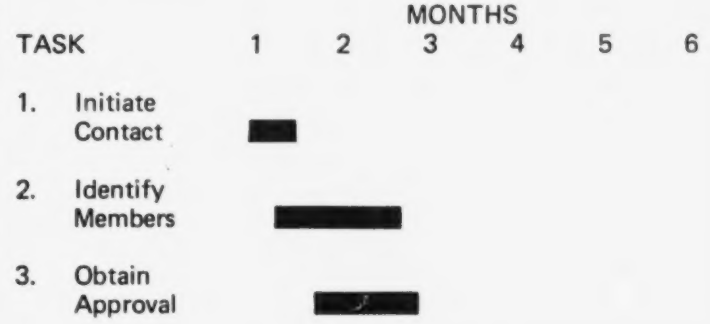
1. Why planning is needed.
2. The planning process and the *Rural America Series.*
3. Who should be involved in the planning process.

> Ask participants if they have any questions about anything that has been covered thus far.

ACTIVITY TITLE: Developing a Plan

DURATION: 30 minutes

FACILITATOR OUTLINE	NOTES
A. **Formulate a written plan for initial activities.**	
Tell participants that they are now ready to begin transforming their ideas for initial activities into a written plan using the handout, "Program Planning Guide," p. II-34.	
Use the chalkboard to direct the activities of the group and involve participants by soliciting their input. Refer to the completed form on the next page. On the board, work through at least two or three lines of the completed form.	
1. Explain that the level of detail should be the one that is most useful to persons doing planning and it will probably vary from individual to individual.	
2. Stress that the program goals and objectives are different from learner or behavioral objectives. They focus on accomplishing activities such as needs assessment, evaluation and so on, not on learner outcomes.	For more details, see Module IV.
3. Point out that several activities can be occurring concurrently.	
Illustrate on the chalkboard how "date start" and "date finish" can be depicted by using a bar graph. A mini example is shown below.	



SAMPLE PROGRAM PLANNING GUIDE

PROGRAM GOALS: To complete initial planning activities.

PROGRAM OBJECTIVES:

1. To identify and select planning committee members.
2. To orient planning committee members.
3. To establish working subcommittees.
4. To communicate program planning to public.

Task(s)	Person(s) Responsible	Projected Cost	Resources Needed	Evaluation	Date Start	Date Finish
1. Initiate contact with leaders of formal and informal groups.	Coordinator	Mailings	Postage	Number and names of individuals contacted	8/1	8/8
2. Identify potential members for planning committee	Coordinator	N/A	Planning Committee member recommendation form	Completed Form	8/1	8/15
3. Obtain administrative approval for appointments.	Coordinator	N/A	N/A	Written approval by administrators	8/15	8/18
4. Notify planning committee members of their selection	Coordinator	Mailing	Postage	Copy of letter mailed	8/18	8/20
5. Make arrangements for planning committee orientation session.	Coordinator	N/A	Meeting room materials	Location—Dates—speakers confirmed, etc.	8/1	8/30
6. Conduct planning committee orientation program.	Coordinator	Varies with agenda	Materials	Agenda, record of individuals present, etc.	9/12	9/12
7. Establish a working subcommittee to begin work on needs assessment.	Program Planning Committee	N/A	Orientation materials to needs assessment	Names of persons on committee	9/12	9/19
8. Announce appointment of planning committee members	Coordinator	N/A	N/A	Copy of news release	8/20	8/23
9. Plan public meeting.	Program Planning Committee	Varies with agenda planned	Meeting room materials, equipment, refreshments	Record of activities participants and informal feedback	9/12	10/10

FACILITATOR OUTLINE	NOTES
The following options may be substituted for the previous activity. Develop a game consisting of 15 unnumbered steps involved in planning a career guidance activity. Arrange the steps in random order and have participants order them logically. This games does not have an absolute solution but rather many solutions. Have participants in small groups plan different activities, not the same one. Common, everyday activities may be chosen.	

ACTIVITY TITLE: Initial Planning—Recap

DURATION: 15 minutes

FACILITATOR OUTLINE	NOTES
A. **Briefly summarize key module points.** 1. Planning is conducted within an identified framework. 2. Planning process is a cyclical one (the transparency, "Planning and Implementation Cycle," p. II-42 could again be shown). 3. Best use of available resources is accomplished through planning. 4. Community involvement in the planning process is highly important. 5. A program plan is a useful tool, it is a guiding framework for the school and community. B. **Stress that the planning process has been talked about only in general terms.** 1. Problem identification topics can be examined in much greater detail • Needs Assessment • Goals/Objectives • Resource Assessment C. **Close by noting that if you fail to plan, you are planning to fail.** Show the transparency, "If You Fail to Plan You Are Planning to Fail," p. II-45. NOTE: IF TIME ALLOWS If participants have copies of *Planning and Implementation* ask them to complete the handout, "How Can I Use the Planning and Implementation Guide—A Treasure Hunt." This can be an individual or group activity. In groups of thirty or less it can be a quick response type activity. A completed facilitator's key to the handout follows.	

HOW CAN I USE THE PLANNING AND IMPLEMENTATION GUIDE?– A TREASURE HUNT
(Facilitator's Key)

(NOTE: If you cannot find the answer by skimming the handbook, or the table of contents look through the appendices.)

	Questions	Location of Answer	Comments
1.	Where does the handbook give me any clues or suggestions as to how I might write news releases publicizing the program?	Exhibit H, p. 37	The brevity of the *tips* parallels what you might do in writing a news release.
2.	What kinds of qualifications should the leader of the committee responsible for developing behavioral objectives have?	pp. 18-19, under Developing Objectives	Knowledge of career development theory and familiarity with writing objectives seems to be essential.
3.	For what purposes is it necessary to establish evaluation guidelines?	p. 25	The guidelines make sure that the evaluation activities of the program have clear foci.
4.	Where can I find an illustration of the planning-implementation cycle?	p. 3	This illustration is very useful in terms of giving an overview of the process.
5.	Where does the handbook give any suggestions for activities that the planning committee might engage in after its first meeting?	pp. 8-9, p. 13	A variety of activities related to public relations is suggested as some of the first steps/activities that committees undertake.
6.	Communications were mentioned in the presentation, are there any examples of letter formats that could be used in communicating with committee members, parents, etc.? Where in handbook?	Committee Members Exhibit B, p. 31 Parents Exhibit I, p. 38 Etc.	Only two sample letter formats are shown. From these examples others could be easily generated.
7.	Where can I find a brief synopsis of the planning process?	pp. 17-26	A handy-dandy quick reference guide for the planning process.
8.	Are there examples of completed program planning forms that the planning committee can utilize?	p. 23, p. 43	Note the importance of designating responsibilities and establishing schedules.

Questions	Location of Answer	Comments
9. Is there a list of hints that will help me in my role as program coordinator?	Coordinator's Checklist II on Program Planning, pp. 27-28	
10. What is meant by the phrase program support elements?	pp. 16-17	Staff Development Community Relations and Involvement Attitude and Value Expansion

LISTING OF PARTICIPANT MATERIALS

Materials	Page(s)
Planning Committee—A Must	II-28
Planning Committee Member Recommendation Form	II-29
Orientation Session Agenda	II-30
Coordinator's Checklist I	II-31
Program Planning Guide	II-34
How Can I Use the Planning and Implementation Guide?	II-35
Module Specific Evaluation Questionnaire (To be used only if this module is used independently of others)	II-37

PLANNING COMMITTEE—A MUST

General Guidelines
for Planning Committee Member Selection
(p. 29, *Planning and Implementation* Handbook)

Committee Size:	Generally 5-8 individuals is a good working number
Committee Composition (potential):	counselors, teachers, students, parents, administrators, influential community members

Characteristics to Consider in Selection:

- interest in the program
- ability to generate enthusiasm
- willingness to serve on committee
- recognized leadership in the school and/or community
- ability to work effectively in a group situation
- time to devote to committee service
- ability to accomplish committee tasks
- ability to solve problems

PLANNING COMMITTEE MEMBER RECOMMENDATION

(p. 27, *Planning and Implementation* Handbook)

Name	Agency	Position	Address	Phone Number
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

ORIENTATION SESSION AGENDA

AGENDA

Date _____

Time _____

Place _____

1. Introduction of members
2. Rationale for career guidance programs
3. Background reading and additional sources of information
4. Roles and responsibilities of the Planning Committee and its members
5. Structure for subsequent meetings
6. Questions and concerns

(Refreshments should be available throughout the meeting)

COORDINATOR'S CHECKLIST I

Formation, Orientation, and Initial Activities of Planning Committee
(pp. 32-34, *Planning and Implementation* Handbook)

Developing Support System

1. Initiate contact with leaders of formal and informal groups within community through
   - personal contact
   - mail
   - telephone
2. Identify potential members/alternates for the Planning Committee who have indicated willingness to serve.
3. Obtain administrative approval for appointments of Planning Committee members.
4. Notify Planning Committee members of their selection.
5. Obtain written commitments from Planning Committee members.
6. Announce appointment of Planning Committee members through
   - local newspaper
   - PTA
   - radio
   - school board
   - television
   - staff
   - school newspaper
   - other

Arrangements for Planning Committee Meeting

1. Establish date and time for orientation session.
2. Select place for meeting:
   - member's home
   - school
   - bank meeting room
   - church
   - community center
3. Notify members of time, date and place:
   - postcard
   - telephone

Planning Orientation Session Program

1. Identify topics to be covered:

   - introductions
   - rationale for career guidance programs
   - overview of perceived local need for a career guidance program
   - background reading and additional sources of information
   - roles and responsibilities of the Planning Committee and its members
   - structure for subsequent meetings
   - questions and concerns
   - others

2. Determine format for orientation session:

   - group discussion
   - guest speaker(s) presentation
   - presentation by coordinator
   - media presentation
     —video-tape
     —slides
     —films
     —others

3. Prepare agenda:

   - order presentation
   - allot time for each activity
   - prepare a copy for each committee member
   - distribute prior to meeting

4. Identify necessary materials and make arrangements for having them available:

   - sufficient copies of materials to be distributed at meeting
   - slide/film projector
   - screen
   - video-tape machine
   - chalk, chalkboard
   - newsprint, easel, and marking pens
   - paper, pens
   - refreshments

Conduct Orientation Session

Review Unfinished Business

1. Prepare list of questions that were not answered during orientation session.
2. Note any agenda items that were not adequately covered.
3. Seek information necessary to respond to questions.

Initial Activities

1. Communicate program to public:
   - press releases
   - radio
   - television
   - student activities
   - school-sponsored activities
2. Schedule and plan public meeting:
   - time and date
   - agenda
   - roles and responsibilities
   - location
   - publicity
   - resource materials
   - equipment necessary
   - refreshments

PROGRAM PLANNING GUIDE

PROGRAM GOALS:

PROGRAM OBJECTIVES:

Task(s)	Person(s) Responsible	Projected Cost	Resources Needed	Evaluation	Date Start	Date Finish

HOW CAN I USE THE PLANNING AND IMPLEMENTATION GUIDE?

(NOTE: If you cannot find the answer by skimming the handbook, or the table of contents look through the appendices.)

Question	Location of Answer	Comments
1. Where does the handbook give me any clues or suggestions as to how I might write news releases publicizing the program?		
2. What kinds of qualifications should the leader of the committee responsible for developing behavioral objectives have?		
3. For what purposes is it necessary to establish evaluation guidelines?		
4. Where can I find an illustration of the planning-implementation cycle?		
5. Where does the handbook give any suggestions for activities that the planning committee might engage in after its first meeting?		
6. Communications were mentioned in the presentation, are there any examples of letter formats that could be used in communicating with committee members, parents, etc.? Where in handbook?		
7. Where can I find a brief synopsis of the planning process?		
8. Are there examples of completed program planning forms that the planning committee can utilize?		

Question	Location of Answer	Comments
9. Is there a list of hints that will help me in my role as program coordinator?		
10. What is meant by the phrase program support elements?		

RURAL AMERICA SERIES

Module Questionnaire: The Planning Process—Initial Planning

NAME (Optional) _____ TITLE _____

INSTITUTION _____

ADDRESS _____ TELEPHONE _____

DIRECTIONS: Directions for responding to this brief questionnaire are given with each specific question. Your responses will be used to improve the module structure and format.

1. On the left indicate the degree to which the module helped you in gaining the understandings and skills listed below. On the right provide brief comments on how the module could be improved for those sections marked "NONE" or "SOME."

Degree of Growth				Understandings/Skills	Comments
NONE	SOME	MUCH	VERY MUCH		
1	2	3	4	Increased understanding of the program planning process.	
1	2	3	4	Developed skills in identifying and obtaining the involvement of potential planning committee members.	
1	2	3	4	Increased understandings of the steps necessary for the initial organization of a planning committee.	
1	2	3	4	Developed skills in writing initial program plans.	
1	2	3	4	Increased understandings of how to use *Planning and Implementation.*	

2. To what extent were the materials, processes, and organizational aspects of the module successfully used in the presentation and delivery of the module. For those materials, processes, or organizational aspects that you marked as "unsuccessful" or "slightly successful" provide brief comments as to how they might be improved.

Success				Materials/Processes	Comments
UNSUCCESSFUL	SLIGHTLY	MODERATELY	VERY SUCCESSFUL		
				Materials	
1	2	3	4	Transparencies	
1	2	3	4	*Rural America Series* handout	
				Processes	
1	2	3	4	Lecture Presentations	
1	2	3	4	Role Play Activities	
1	2	3	4	Small Group Work Sessions	
1	2	3	4	Question and Answer Sessions	
				Organizational Aspects	
1	2	3	4	Module Organization in Terms of the Logical Flow of Ideas	
1	2	3	4	Important Concepts Reinforced	
1	2	3	4	The Mix of Activities Helpful in Maintaining Interest	

3. Indicate those aspects of the module that you *liked most* and those that you *liked least.*

Liked Most *Comments*

Liked Least *Comments*

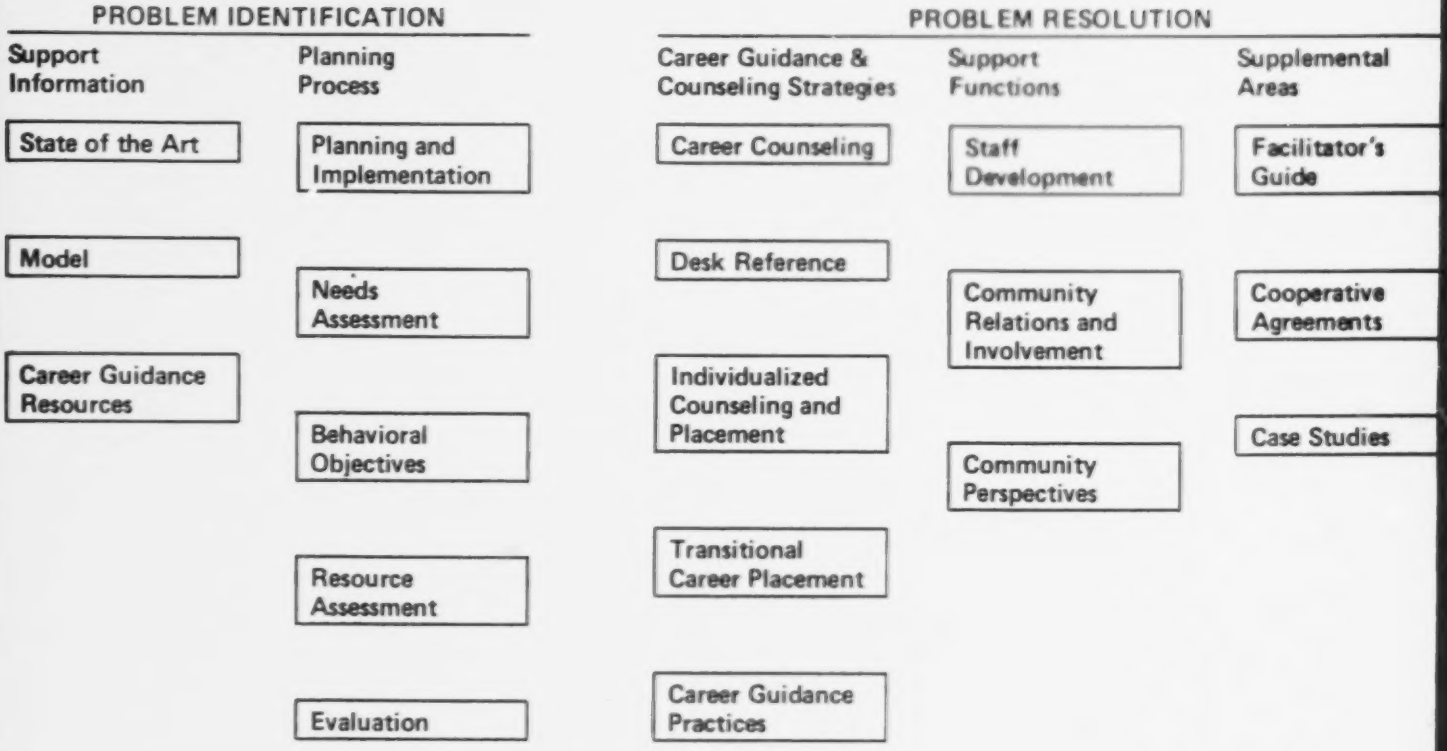
4. SUGGESTIONS: Please provide any suggestions or comments that you have for improving the workshop, workshop materials, etc.

Thanks for your help.

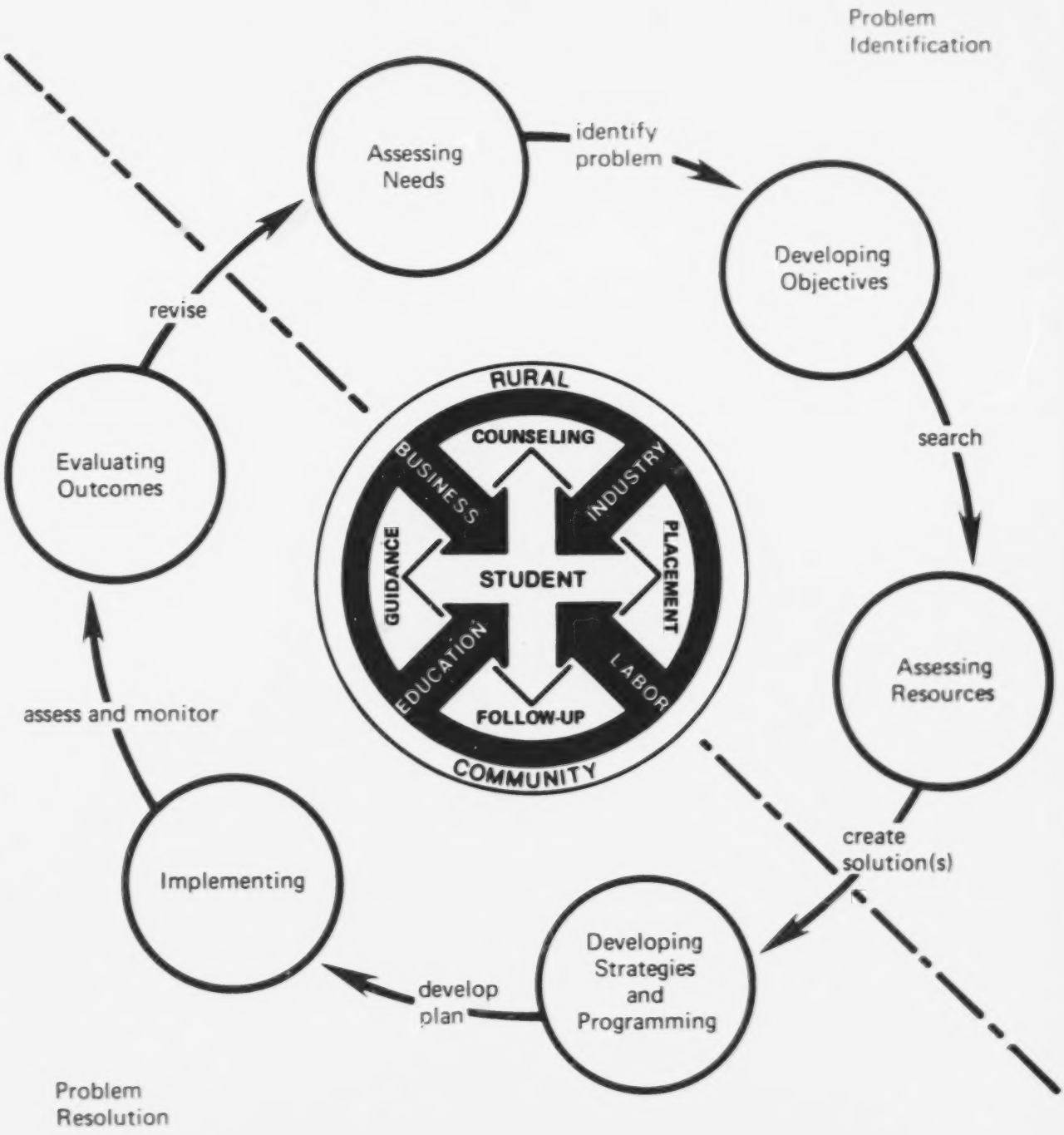
LISTING OF TRANSPARENCY MASTERS

Transparency	Page(s)
The *Rural America Series*	II-41
Planning and Implementation Cycle	II-42
Organizing for Action	II-43
Program Planning Guide	II-44
If You Fail to Plan You are Planning to Fail	II-45

THE RURAL AMERICA SERIES (HANDBOOKS)



Planning-Implementation Cycle



ORGANIZING FOR ACTION

1. SELECT PLANNING COMMITTEE

2. DEVELOP AGENDA AND TIME FOR FIRST MEETING

3. THE FIRST MEETING–SUGGESTED TOPICS/ AGENDA

   - RATIONALE FOR CAREER GUIDANCE
   - BACKGROUND READING
   - ROLES AND RESPONSIBILITIES
   - STRUCTURE/CONTENT FOR SUBSEQUENT MEETINGS
   - QUESTIONS AND ANSWERS

II-43

PROGRAM PLANNING GUIDE

PROGRAM GOAL:

PROGRAM OBJECTIVES:

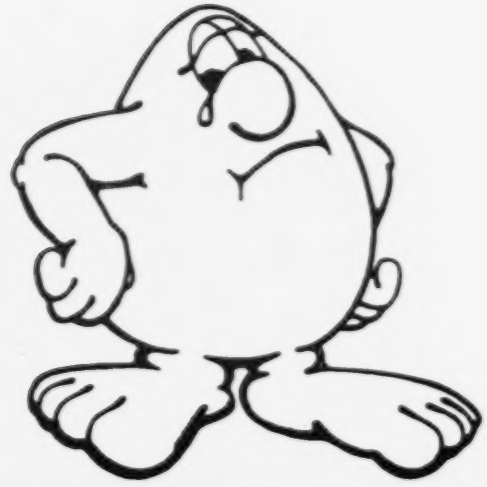
TASK(S)	PERSON(S) RESPONSIBLE	PROJECTED COST	RESOURCES NEEDED	EVALUATION	DATE START	DATE FINISH

II-44

IF YOU FAIL TO PLAN YOU'RE PLANNING TO FAIL

II-45

50



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SUPPLEMENTS TO THE *RURAL AMERICA SERIES* (1978)

Increasing Guidance Effectiveness Through School-Community Cooperation

From Idea to Action: Career Guidance Plans of Rural and Small Schools

Facilitator's Guide to Staff Training for the *Rural America Series*

RURAL AMERICA SERIES (1976-77)

Career Guidance Program Support Information Documents

- State of the Art Review
- Life Role Development Model
- Career Guidance Resources

Career Guidance Program Process Handbooks

- Planning and Implementation
- Career Development Needs Assessment
- Behavioral Objectives
- Resource Assessment
- Deciding Via Evaluation

Career Guidance and Counseling for Groups and Individuals Handbooks

- Career Counseling in the Rural School
- Desk Reference: Facilitating Career Counseling and Placement
- An Individualized Approach to Career Counseling and Career Placement
- Transitional Career Placement in the Rural School
- Career Guidance Practices

Career Guidance Program Support Functions Handbooks

- Staff Development
- Community Relations and Involvement
- Rural Community Perspectives Toward Career Development

For ordering information (individual and quantity prices) and/or in-service training technical assistant, contact:

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